

## California Blue Ribbon IEP Task Force

### Priority Issue #4: Transition Planning – Between Levels and at the Secondary Level

Activities or Solutions	Benefit or Impact
1. Transition issues at each level (e.g., infant/preschool, school to school, grade to grade, back to LRE, etc.).	<ul style="list-style-type: none"> <li>• Completion services</li> <li>• Long-term planning</li> <li>• Better mental health issues of teens.</li> <li>• Productive citizens.</li> <li>• Relevance to the real world and school.</li> <li>• Activity participation of the student.</li> </ul>
2. Develop standardized transition form – Part of the IEP.	<ul style="list-style-type: none"> <li>• Completion services</li> <li>• Long-term planning</li> <li>• Better mental health issues of teens.</li> <li>• Productive citizens.</li> <li>• Relevance to the real world and school.</li> <li>• Activity participation of the student.</li> </ul>
3. Provide training of writing transition goals at each level (accountability).	<ul style="list-style-type: none"> <li>• Completion services</li> <li>• Long-term planning</li> <li>• Better mental health issues of teens.</li> <li>• Productive citizens.</li> <li>• Relevance to the real world and school.</li> <li>• Activity participation of the student.</li> </ul>
4. Explore and identify program options (workability, TPP, partnership/internships, vocational training).	
5. Develop information dissemination form for options.	
6. Need information regarding HSEL impact on special education services.	
7. Explore alternative diploma programs (e.g., offer HSEE; @ 10 <sup>th</sup> grade, etc.).	
8. Create a better training manual for transition.	<ul style="list-style-type: none"> <li>• Insurance that students have an appropriate transition plan that relates to their needs and goals that include any agencies they need.</li> <li>• Insurance of full participation of students, family, school, agencies, etc.</li> </ul>
9. Coordinate with Workability I, Regional Occupational Program (ROP) Transition Partnership Program (TPP), and Regional Centers).	<ul style="list-style-type: none"> <li>• Insurance that students have an appropriate transition plan that relates to their needs and goals that include any agencies they need.</li> <li>• Full participation of students, family, school, agencies, etc.</li> </ul>
10. Support more communication from 0-3 to preschool to elementary to junior high-to-high school to college.	<ul style="list-style-type: none"> <li>• Insurance that students have an appropriate transition plan that relates to their needs and goals that include any agencies they need.</li> <li>• Full participation of students, family, school, agencies, etc.</li> </ul>
11. Train students to be full participants the transition process.	<ul style="list-style-type: none"> <li>• Insurance that students have an appropriate transition plan that relates to their needs and goals that include any agencies they need.</li> <li>• Full participation of students, family, school, agencies, etc.</li> </ul>

Activities or Solutions	Benefit or Impact
12. Look at materials available already on transition.	<ul style="list-style-type: none"><li>• Insurance that students have an appropriate transition plan that relates to their needs and goals that include any agencies they need.</li><li>• Full participation of students, family, school, agencies, etc.</li></ul>
13. Create sheet for students on their goals, desires for futures, interests, etc.	<ul style="list-style-type: none"><li>• Insurance that students have an appropriate transition plan that relates to their needs and goals that include any agencies they need.</li><li>• Full participation of students, family, school, agencies, etc.</li></ul>